

Incorporating 'Lesson Study' in Teacher Preparation

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Abstract

This paper describes two teacher educators' practice of incorporating *jugyoukenkyuu* — the Japanese lesson study approach — in teacher preparation programs. To ascertain the effectiveness of using this approach in undergraduate and graduate education programs, the authors conducted a research study among 17 undergraduate students and 51 graduate students. The results of this study showed that the lesson study approach is an effective tool for lesson planning, lesson presentation, and evaluation in both undergraduate and graduate contexts.